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with fundamental principles of chemistry and physics in their relation to our daily life. One-eighth of the material handled, perhaps, applies specifically to metal-working trades; the remainder is of general informational value to the average layman as well as to the metal-worker.

The mathematics used is confined to the basic chemical and physical laws. The method of handling the mathematics of these laws, if followed in a larger number of high-school science texts, would aid materially in dispelling the popular delusion that science is a mystery hidden in the mazes of higher mathematics and complex theories. Scientific facts are brought out in their relation to modern processes rather than through their relationship to some assumed theory.

The book is well within the range of evening- and continuation-school attendants, particularly those engaged in the distributive and productive industries. It should prove of value as a text in vocational high schools and in those regular high schools that are able to differentiate their courses for the benefit of that portion of their school population which graduates into industry.

H. T. F.

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*Home economics material for day, part-time, and evening classes.*—The October bulletin on *Use and Preparation of Food*,<sup>1</sup> issued by the Federal Board for Vocational Education, is very complete and on the whole adequate for use as a basis for instruction in day, part-time, and evening classes in home economics. The content of the bulletin is organized into twelve units, nine of which cover the preparation of food, the other three being a series of lessons on "Food for the Family," "Special Modification of the Diet," and "The Housekeeper and the Food Problem." Each unit contains from four to ten lessons.

The fact that the material is organized into units makes it very flexible and its adaptation to the needs of a special group a simple matter. The arrangement of the material in logical order, however, makes it necessary that it be placed in the hands of a skilful teacher in order that it may be made vital to the housewife or the high-school girl. The teacher "selected for her wide, practical experience in home-making" would probably find her class constantly decreasing in numbers, due to lack of interest, if she attempted to present the list of facts as outlined.

The lessons on marketing and simplification of meals are particularly good. A more comprehensive treatment of the problems of distribution would add concreteness to this phase of the subject. The percentage method for groups of food used monthly is rather more feasible than the plan suggested for the keeping of food accounts. There are no standards given in the lesson on budgets. Those published by the department of labor could easily have been inserted and would have given the housewife some basis for regulation of her spending.

FLORENCE B. KING

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*An informative book on agricultural methods and results.*—*The Principles of Agriculture*<sup>2</sup> by John H. Gehrs is a book for high schools and its purpose is "to

<sup>1</sup> *Use and Preparation of Food. Bulletin No. 35, Home Economics Series No. 3, October, 1919. Washington: Federal Board for Vocational Education. Pp. 268.*

<sup>2</sup> JOHN H. GEHRS, *The Principles of Agriculture*. New York: Macmillan Co., 1919. Pp. x+594. \$2.25.

show how agricultural production may be increased." The author believes that "the study of agriculture should carry over into farm operations" and that it "is failing of its real values unless it . . . makes our farm operations more productive." The book, therefore, deals largely with agriculture as an art; generally accepted practices that give best results are stated, but the science that lies back of the practice is given scant consideration. It is a question of large importance in agricultural instruction in the high schools whether the scientific principles of agriculture do not constitute a better subject-matter for the course than the art.

There are five sections in this book devoted respectively to "Farm Crops," 181 pages; "Farm Animals," 190 pages; "Soils," 106 pages; "Horticulture," 44 pages; and "Farm Management," 60 pages. These pages are all full of interesting and important statistics giving the results of the many experiments that have been conducted at various experimental stations the world over, together with statistics of crop production and animal production. There is much historical material of interest regarding various breeds of farm stock and the introduction of methods and processes in handling crops. In fact, one is rather appalled at the immense amount of information in such encyclopedic texts in agriculture, and wonders how the teacher is going to use it. Students might readily be forced into memoriter work quite as worthless as learning the myriad dates of the old school history.

The various chapters close with good review questions and with brief bibliographies. The references in the latter would be improved by giving the publisher of each book and the price. The bibliographies might also well include references to some of the important papers put out by the experimental stations and other investigators. You miss reference to many important ones in the text. Thus a high-school pupil might well be informed regarding the important experiments of Pearl and Surface on breeding hens with high egg-production records. Indeed it seems very doubtful if, in a single case of either animal or plant breeding, the pupil using this book would have any accurate notion of the principles underlying practice or even the best practice of selective breeding. The writer feels that less space given to statistics, less to the wide range of practice touched upon, and more attention to the principles underlying agriculture would tend to produce farmers who will think out their individual problems of increasing production more surely than will instruction on the details of procedure that must be looked up as occasion demands anyway.

E. R. D.

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*A guide to practice in fashion drawing.*—The *Student's Manual of Fashion Drawing*<sup>1</sup> by Edith Young, director of the Edith Young Art School, Newark, New Jersey, gives in clear and logical form a series of progressive exercises in the drawing and designing of costume and its accessories. The exercises present in detail a method based upon actual and practical procedure. The text is explicit and the diagrams clear, adequate, and well drawn. They do not lose themselves

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<sup>1</sup> EDITH YOUNG, *Student's Manual of Fashion Drawing*. New York: John Wiley & Sons, Inc., 1919. Pp. vii+107. \$2.00.